

Annual Joint Report
On Pre-Kindergarten Through
Higher Education
in Tennessee

**Tennessee State Board of Education
And
Tennessee Higher Education Commission**

2002

MEMBERSHIP OF THE STATE BOARD OF EDUCATION AND THE TENNESSEE HIGHER EDUCATION COMMISSION

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EXECUTIVE SUMMARY

This 2002 Annual Joint Report of the State Board of Education and the Tennessee Higher Education Commission identifies four joint priorities and nine associated goals addressing student learning and educator development needs for the advancement of education in Tennessee. The joint priorities and initiatives focus on points of connection between pre-kindergarten through grade 12 (P-12) and higher education that are essential to a unified system of education in the state. The four priorities include the following:

1. **Student Learning: Pre-kindergarten through Higher Education (P-16)**
Align curriculum content, assessments, and entry as well as exit requirements, and improve learning across all levels of education.
2. **Student Access And Transition**
Establish seamless transitions and access for students across education levels.
3. **Supply And Retention Of Teachers**
Ensure qualified, competent teachers in every classroom through targeted recruitment, development, and retention activities.
4. **Teacher Development**
Maximize teaching quality through teacher preparation and development aligned with instructional goals.

To achieve these joint priorities, the Board and Commission have created nine supporting goals. Specifically, the goals for each are priority are:

Goals in Support of Priority 1: Student Learning: Pre-K through Higher Education (P-16)

1. *Strengthen connections between P-12 and higher education.*
2. *Prepare students to move successfully through each level of academic and workplace preparation .*
3. *Increase Tennessee educational attainment levels.*

Goals in Support of Priority 2: Student Access And Transition

4. *Increase access and participation at all levels of education.*
5. *Establish seamless transitions through all sectors and levels of education.*

Goals in Support of Priority 3: Supply And Retention Of Teachers

6. *Increase the supply of teachers being prepared for needed areas.*
7. *Increase teacher retention.*

Goals in Support of Priority 4: Teacher Development

8. *Enhance teacher development related to instructional effectiveness.*
9. *Increase the application of technology in support of teacher and administrator preparation and development.*

For each of the nine goals, the Board and Commission have identified indicators together with performance targets and baseline data, using 2000-01 data in most cases. Therefore, this document is not only a report, but also a master plan for action over the next 10 years. The report reaffirms the commitment by the Board and the Commission to develop an integrated, accountable, and competitive system of education in Tennessee.

TABLE OF CONTENTS

	Page
Executive Summary.....	iii
Introduction.....	1
Summary of Joint Priorities and Goals.....	2
Performance Targets and Progress: Priorities, Goals and Indicators;	
Priority 1. Student Learning: Pre-kindergarten through Higher Education (P-16)	3
Priority 2. Student Access And Transition.....	9
Priority 3. Supply And Retention of Teachers.....	13
Priority 4. Teacher Development.....	17
Conclusion and Charge to Stakeholders.....	20
Appendices	

INTRODUCTION

An integrated educational system of the highest quality is critically important for the future of Tennessee citizens, families, and communities and the state as whole. Education is acknowledged as the foundation for social and economic progress of the state as well as its citizens and communities. Given the existing educational challenges and opportunities, progress at this time requires the active participation of all segments of the community as well as strong and vibrant partnerships among all levels and sectors of education.

The State Board of Education, governing board for public P-12 education, and the Tennessee Higher Education Commission, coordinating board for higher education, independently establish and report on long-range plans, policies and guidelines, educational initiatives and other elements of overall accountability for their respective P-12 and post-secondary sectors of education. In support of their respective responsibilities, the Board and the Commission collaborate to jointly guide, promote, and report on the status and effectiveness of education at all levels in the state of Tennessee. In recognition of the important inter-relationships and complimentary purposes among all levels of education, the Board and the Commission prepare the annual joint report and meet each year in a joint session to coordinate, promote, and report on common education initiatives addressing the needs of all Tennesseans.

As a reflection of this joint commitment to educational excellence in Tennessee, the 2002 Joint Report specifically addresses student learning and teacher development priorities necessary to a seamless system of education in Tennessee from the pre-kindergarten to the baccalaureate levels. To promote and ensure accountability related to joint efforts, joint priorities are further defined by related goals, measurable indicators, and performance targets to be accomplished within specific time frames.

Several fundamental principles guided the development of this report. These include the following:

- The joint report should continue to provide an annual status report of education in Tennessee from pre-kindergarten through higher education with a focus on points of connection.
- The primary focus of joint efforts should be student learning and teacher development rather than interests of particular educational systems, sectors, and institutions.
- Educational progress in Tennessee requires the participation of students, educators, families, communities, policy makers, employers as well as all other interested stakeholders. The joint report should support and complement the statewide P-16 initiative.
- As a plan of action, the joint report should be designed to facilitate assessment, evaluation, and accountability.
- The joint report should provide a framework for advancing education in Tennessee.
- The joint report must be focused, informative and concise - a tool for all stakeholders to use.

This annual report complies with the requirements established in the *Public Education Governance Reform Act of 1984* directing the State Board of Education and the Tennessee Higher Education Commission to provide an annual report to the Governor, the General Assembly, all public schools, higher education institutions, and their respective governing boards.

The Board and the Commission affirm their resolve to provide the necessary public policy leadership and guidance to attain joint priorities. The Board and the Commission look forward to opportunities to support the Governor, the General Assembly, and all other stakeholders in their efforts to develop and sustain quality education in Tennessee.

Summary of Joint Priorities and Goals

State Board of Education and Tennessee Higher Education Commission

Priority 1. **STUDENT LEARNING: PRE-KINDERGAERTEN THROUGH HIGHER EDUCATION (P-16)**

Align curriculum content, assessments, and entry as well as exit requirements, and improve learning across all levels of education.

Goals:

1. *Strengthen connections between P-12 and higher education.*
2. *Prepare students to move successfully through each level of academic and workplace preparation.*
3. *Increase Tennessee educational attainment levels.*

Priority 2. **STUDENT ACCESS AND TRANSITION**

Establish seamless transitions and access for students across education levels.

Goals:

4. *Increase access and participation at all levels of education.*
5. *Establish seamless transitions through all sectors and levels of education.*

Priority 3. **SUPPLY AND RETENTION OF TEACHERS**

Ensure qualified, competent teachers in every classroom through targeted recruitment, development, and retention activities.

Goals:

6. *Increase the supply of teachers being prepared for needed areas.*
7. *Increase teacher retention.*

Priority 4. **TEACHER DEVELOPMENT**

Maximize teaching quality through teacher preparation and development aligned with instructional goals.

Goals:

8. *Enhance teacher development related to instructional effectiveness.*
9. *Increase the application of technology in support of teacher and administrator preparation and development.*

Priority 1: STUDENT LEARNING: Pre-Kindergarten Through Higher Education (P-16)

Align curriculum content, assessments, and entry as well as exit requirements, and improve learning across all levels of education.

Goal 1: *Strengthen connections between P-12 and higher education.*

CURRENT STATUS

All Tennessee high school students take a rigorous core curriculum consisting of 14 units, covering English (4), mathematics (3), science (3), social studies (3) and lifetime wellness (1), as provided in the Board's *High School Policy*, revised in 1999. In addition to the core curriculum, university path students complete foreign language (2) and fine arts (1), consistent with university admission requirements; technical path students complete four units focused in a technical area and have the opportunity to participate in a Tech-Prep program, articulated with post secondary education. New curriculum standards, organized by career clusters, provide students with a coherent program of study linked to specific career goals. Local activities under the Education Edge school-to-career initiative have provided students opportunities to see the connections between study and careers and to gain valuable workplace experience.

While the curricula are aligned, more work needs to be done to align assessments and entry and exit requirements so that high school students know if their achievement levels are sufficient for them to begin post-secondary study without needing remedial or developmental study.

Indicators:

1. The Higher Education Commission and the State Board of Education, in collaboration with others, will develop and align academic curricula, assessments and entry and exit requirements and will communicate them to Tennessee students.

Assessment: Assessment, entry and exit requirements alignment;
Communication to Tennessee Students

Target: 2002-03 Document alignment of high school assessments and college placement
Document communication of alignment to Tennessee students

Baseline: 2000-01 Curricula are aligned

Progress: To be reported annually.

2. The Commission and Board, in collaboration with others, will ensure that Tennessee high school students understand the connections among high school courses, post secondary educational programs and specific career plans.

Assessment: Survey of High School Students (biennial)

Target: 2009-10 Increase in % of high school students understanding school and career linkages

Baseline: 2000-01 High school students develop a four-year program of study linked to higher education and career goals. Continued work is needed to ensure that the plans are meaningful and are reviewed annually by parents and students. (Baseline to be established in 2002-03 due to the need to administer a revised high school survey)

Progress: To be reported annually.

Goal 2: Prepare students to move successfully through each level of academic and workplace preparation.

CURRENT STATUS

Tennessee must ensure that students are well prepared when they enter and exit each level of education – from pre-kindergarten to elementary and middle grades, high school, and postsecondary education.

Early childhood education programs are essential to ensure that students begin school ready to learn. Young children enrolled in high quality programs exhibit better language skills and mathematics skills and are less likely to drop out of school, repeat grades, or need special education. Currently, federally funded Head Start agencies serve approximately 15,000 eligible children; additional state-funded programs are needed to serve all children

Tennessee has a strong accountability system. As outlined in the Board's *Performance Model*, it measures progress of students, grades 3 through 12. Over the last decade, students have demonstrated considerable progress on assessments of reading, language arts, mathematics, science, social studies and writing and on the ACT. Educators use the data to diagnose individual student needs and make program adjustments. Tennessee will develop new criterion referenced tests in grades 3 through 8 aligned with state content standards as required by the new federal Elementary and Secondary Education Act (ESEA). The national goal is to have all students at or above the proficient level. When the tests are implemented in 2002-03 the state will establish goals.

Targeted assistance and resources are needed to assist students meet challenging standards especially students in low performing schools. Ensuring that all students pass the gateway examinations required for graduation poses a considerable challenge to the state.

An additional challenge for Tennessee is to ensure that an increased percentage of students graduating from high school transition successfully into postsecondary education. Finally, mechanisms should be constructed to ensure the smooth transfer among postsecondary institutions.

Indicators:

1. The number of educationally at-risk four-year-old children completing a state funded early childhood education program before entering kindergarten will increase.

Assessment: Numbers of at-risk children enrolled in early childhood education

Target: 2007-08 18,000 additional students to be served in state funded programs

Baseline: 2000-01 1,200 students served in state funded programs

Progress: To be reported annually.

2. Students in grade 5 will demonstrate readiness for middle school in reading, language arts, and mathematics.

Assessment: Currently Normal Curve Equivalent (NCE) score on TCAP Achievement Test; to be replaced by criterion referenced tests in 2002-03.

Target: 2013-14 All students at or above the proficient level in reading, language arts, and mathematics

Baseline: 2000-01 % students at/above NCE of 50
55.5% Reading
53.4% Language Arts
53.7% Mathematics

Progress: To be reported annually.

3. Students in grade 8 will demonstrate readiness for high school in reading, language arts, and mathematics.

Assessment: Currently Normal Curve Equivalent (NCE) score on TCAP Achievement Test; to be replaced by criterion referenced tests in 2002-03

Target: 2013-14 All students achieving at/above proficient level in reading, language arts, and mathematics

Baseline: 2000-01 % students at/above NCE of 50
56.6% Reading
58.9% Language Arts
57.7% Mathematics

Progress: To be reported annually.

4. High school students will successfully complete Gateway examinations in Algebra I, Biology, and English II and will improve performance on other high school end-of-course examinations when implemented.

Assessment: % students passing gateway examinations

Target: 2009-10 Increase % over baseline

Baseline: (Available in June 2002)
Algebra I
Biology
English II

Progress: To be reported annually.

5. The average ACT score of Tennessee high school students will increase to the national average.

Assessment: ACT Score of Tennessee high school students

Target: 2009-10 Reach the current national ACT average of 21.0

Baseline: 2001-02 Current TN ACT average is 20.0

Progress: To be reported annually.

6. The gap between the ACT score of entering freshman in Tennessee universities and that of other SREB states will decrease.

Assessment: Average ACT score of entering freshman

Target: 2009-10 Reach the current SREB Average

2000-01 20.1 Current SREB average

Baseline: 2000-01 20.0 Current TN average

Progress: To be reported annually.

7. The number of technology center graduates enrolling in public community colleges will increase by 20 percent.

Assessment: Number of technology center graduates enrolling in public community colleges

Target: 2009-10 Enrolling in community colleges

Baseline: 2001-02 Enrolling in community colleges [Data not yet available]

Progress: To be reported annually.

8. The number of community college graduates completing university parallel programs enrolling in public universities will increase by 20 percent.

Assessment: Number of community college graduates enrolling in at public universities

Target: 2009-10 1,336 Enrolling in universities

Baseline: 2001-02 1,114 Enrolling in universities

Progress: To be reported annually.

Goal 3: Increase Tennessee educational attainment levels.

CURRENT STATUS

As Tennessee enters the 21st century, the state continues to struggle with raising the educational attainment levels of its citizenry. Given the critical role that education plays in the information age, it is essential that the state sustain a highly skilled workforce. Unless the standard is raised for all Tennesseans, the state will never be able to fully realize its economic and social potential.

Indicators:

1. The percentage of Tennessee citizens with baccalaureate degrees will reach the SREB average of 21.7%.

Assessment: Percentage of Tennesseans with baccalaureate degree

Target: 2009-10 21.7% Current SREB average

Baseline: 2000-01 17.7% Current TN average

Progress: To be reported annually.

2. The number of Tennesseans earning certificate and associate of applied science degree (i.e., AAS) credentials will increase in alignment with changing workforce needs.

Assessment: Technical certificates and applied associated degrees awarded

Target: 2007-08 Seven percent increase over baseline

Baseline: 2000-01 1,200 Technical Certificates
3,524 Applied Associates Degree
3,724 Total

Progress: To be reported annually.

3. The percentage of Tennessee adults of all ages with a high school credential will reach the national average of 83.4 percent.

Assessment: Adults of all ages with a high school credential

Target: 2009-10 83.4% USA average

Baseline: 2000-01 79.1% TN average

Progress: To be reported annually.

Priority 2: STUDENT ACCESS AND TRANSITION

Establish seamless transitions and access for students across education levels.

Goal 4: Increase access and participation at all levels of education.

CURRENT STATUS

The 2000-01 high school drop out rate is 13.9%; this represents a steady decrease over the last six years. In 1995-96, the first year in which drop outs were measured using the methods recommended by the National Center for Education Statistics, the drop out rate was 16.4%. The cohort rate represents the percentage of a 9th grade class that has dropped out by the end of the 12th grade.

Another means to capture drop out rates is to examine the percentage of 18-24 year olds who hold high school credentials. According to the most recent available, 87% of Tennesseans in this demographic group hold either a high school diploma or GED.

Indicators:

1. Tennessee schools will reduce the high school drop out rate (cohort rate) to the national goal of 10 % and will reduce disparity among demographic groups.

Assessment: Drop out rate (Total/demographic groups)

Target: 2009-10 10.0% Drop out rate

Baseline: 2000-01 13.9% Drop out rate
(Demographic data to be available 2001-02)

Progress: To be reported annually.

2. The percentage of Tennesseans age 18-24 holding a high school credential will remain above the national average.

Assessment: Percent of Tennesseans age 18-24 with high school credential

Target: 2009-10 85% Current US – High school credential

Baseline: 2000-01 87% Current TN – High School credential

Progress: To be reported annual.

3. College participation rates of 18 to 24 year old African-Americans will be representative of their current proportion in the state population as a whole.

Assessment: College enrollment and demographics proportions of African-Americans (18-24 year old cohort)

Target: 2009-10 Equal proportions

Baseline: 2001-02 19% Proportion of (18-24 African-Americans in overall Tennessee population)

18% Proportion of (18-24) African-Americans participating in higher education

Progress: To be reported annually.

4. The number of high school students transitioning to college will equal or exceed the southern regional average.

Assessment: High school students transitioning to college

Target: 2009-10 54% Current SREB average

Baseline: 2000-01 54% Current TN average

Progress: To be reported annually.

Goal 5: *Establish seamless transitions through all sectors and levels of education.*

CURRENT STATUS

One of the primary ways the state can improve its educational condition is to provide smooth transitions for students across all levels of the educational process. Through the establishment of a P-16 educational system, an increased percentage of Tennesseans will be able to attain a college education. If students move from high school into postsecondary education fully prepared for college level instruction, the state can reduce the number of students requiring developmental course work.

The state is working to facilitate the transition of students from P-12 education to higher education by aligning high school curriculum and graduation requirements with higher education requirements. In addition, the state has encouraged high school students to take college level course work. The number of schools and students participating in the Advanced Placement (AP) program has significantly increased. Since 1987 the number of candidates has more than doubled from 4,227 to 9,883 and the percentage of exams with scores of 3 to 5—qualifying for college credit—is higher than the national average.

The successful transition of students through the education pipeline does not stop once a student has entered college. Presently, less than one-half of all freshmen entering Tennessee higher education graduate within six years. Strategies must be developed to improve the retention and graduation rates in higher education.

Indicators:

1. The number of high school seniors expressing an intent to participate in postsecondary education will increase, as will the number of high school graduates enrolling in higher education programs the following fall after graduation.

Assessment: Intent to pursue higher education
 College enrollment of recent high school graduates

<i>Target:</i>	2009-10	82.0%	Expressing intent
		24,000	Enrolling
<i>Baseline:</i>	2000-01	79.3%	Expressing intent
		19,844	Enrolling

Progress: To be reported annually.

2. The number of high school students participating in advanced placement opportunities will increase by 50%.

Assessment: AP enrollments

<i>Target:</i>	2009-10	15,000	AP enrollment
<i>Baseline:</i>	2000-01	9,883	AP enrollment

Progress: To be reported annually.

3. The number of first-time freshmen aged 18 years of age or younger (recent high school graduates) taking developmental studies courses at the university level will be reduced by 20%.

Assessment: Number of first-time freshmen aged 18 years of age or younger (recent high school graduates) taking developmental studies courses at the university level

Target: 2009-10 2,122 Recent high school grads in university developmental studies courses

Baseline: 2000-01 2,655 Recent high school grads in university developmental studies courses

Progress: To be reported annually.

4. The rates of retention at public universities will be equal to the southern regional average.

Assessment: Rates of retention – public universities

Target: 2009-10 80.5% Current Retention (SREB)

Baseline: 2000-01 71.7% Current Retention (TN)

Progress: To be reported annually.

5. The gap in financial aid available to Tennessee college students in comparison with national levels will be decreased.

Assessment: Financial Aid \$ per FTE (undergrad)

Target: 2009-10 \$ per FTE: \$397 Current National Average (NASGAP study)

Baseline: 2000-01 \$ per FTE: \$139 Current TN average

Progress: To be reported annually.

Priority 3 SUPPLY AND RETENTION OF TEACHERS

Ensure qualified, competent teachers in every classroom through targeted recruitment, development and retention activities.

Goal 6: Increase the supply of teachers being prepared for needed areas.

CURRENT STATUS

The current work force includes approximately 56,600 teachers. In the past, Tennessee hired an average of 3,000 new teachers each year. This number increased to 6,179 in 1999-2000 as a result of class size reduction and growth in enrollment; 4,385 (71%) had no prior teaching experience, while 29% were re-entering teachers with prior experience. The number of teacher education graduates from Tennessee public and private colleges increased 54% from 2,196 in 1986-87 to 3,787 in 2000-01; about one fourth of new entrants are from other states. Student enrollments will continue to grow in the next five years and the need for new teaching positions will continue to expand.

While the percentages of minorities completing teacher preparation programs has tripled during the 1990's and the percentages of teachers entering teaching are improving, the percentages are still too low. Only 9.9% of the teaching force is minority, compared to 24.4% of the student population.

The percentage of teacher education graduates who enter teaching in Tennessee (yield rate) has improved in recent years but is still too low. Tennessee graduates are highly regarded and aggressively recruited and hired by other states. The number of individuals who complete teacher preparation at the post-baccalaureate level has increased relative to those who complete preparation at the baccalaureate level, but more needs to be done to recruit persons who have expertise in needed subject areas to begin a second career in teaching.

Since 1995-96 the percentage of teachers who required a waiver or permit has tripled and currently is 4.3%. The problem is particularly acute in the areas of foreign language, mathematics, science, English as a second language, and special education--subjects in which the percentages are much larger than 4.3%. The problem is particularly acute in urban and in rural school systems.

The federal Elementary and Secondary Act requires states to have a plan to ensure that all teachers are highly qualified by 2005-06.

Indicators:

1. The numbers of teachers prepared by all Tennessee colleges will increase.

Assessment: Total teachers prepared

Target: 2004-05 4,000 Teachers prepared
Baseline: 2000-01 3,787 Teachers prepared

Progress: To be reported annually.

2. The state will ensure that all teachers teaching core academic subjects are highly qualified and will eliminate the use of waivers and permits.

Assessment: Number teaching on waivers or permits

Target: 2005-06 No waivers or permits in core academic subjects
Baseline: 2000-01 Waivers: 866
 Permits: 1788
 Total: 2654 in all fields

Progress: To be reported annually.

3. The number of teachers graduating from Tennessee colleges and universities will increase in teacher shortage areas.

Assessment: Teacher Preparation: Mathematics, Science, Foreign Language, English as a second language (ESL), Special Education

<i>Target:</i>	2009-10	10% Increase over baseline
<i>Baseline:</i>	2000-01	81 Mathematics
		105 Science
		32 Foreign Language
		9 ESL
		384 Special Education

Progress: To be reported annually.

4. The number of students enrolled in teacher education programs who received financial aid will increase by 10 percent.

Assessment: Number receiving financial aid

<i>Target:</i>	2009-10	195 students receiving financial aid
<i>Baseline:</i>	2000-01	177 students receiving financial aid

Progress: To be reported annually.

5. The percent of graduates completing teacher preparation programs who become teachers within 2 years in Tennessee (yield) will increase by 10 percentage points.

Assessment: Percent of teacher graduates teaching in Tennessee

<i>Target:</i>	2009-10	Increase by 10 percentage points
<i>Baseline:</i>	1997-98	Data are as follows:
		66% Public bachelors graduates
		39% Public post-bachelors graduates
		41% Private bachelors graduates
		37% Private post-bachelors graduates

Progress: To be reported annually.

6. The percentage of African-American teachers at both the P-12 and higher education levels will increase.

Assessment: Percent of African-American Teachers

<i>Target:</i>	2009-10	Increase percentage over baseline (African-American P-12 and higher education teachers)
<i>Baseline:</i>	1999-00	9.9% African-American P-12
		7.7% African-American HE (2000-01)

Progress: To be reported annually.

7. The number of candidates holding bachelors degrees who then complete teacher preparation programs for the first time will increase by 25%.

Assessment: Number of teachers prepared (post bac)

<i>Target:</i>	2009-10	1,544 teachers
<i>Baseline:</i>	2000-01	1,235 teachers

Progress: To be reported annually.

Goal 7: Increase teacher retention.

CURRENT STATUS

Teacher attrition contributes significantly to the teacher shortage problem. Teacher attrition rates on average are about 6% in Tennessee, the same as national estimates. Of teachers who leave, only about 17% return, mostly within one or two years. More than 80% never return. The attrition rate differs greatly by years of experience, graphically displayed as a U shaped curve. Teachers leave at rates of 8% to 17% during the first 4 years. Teachers with 15-26 years experience have 3-4% attrition rates; after 27 years, the rates increase sharply as teachers retire. Among newly hired teachers (with no previous experience), the most recent data indicate that 42% exit during the first five years. Other states have found that well designed systems of mentoring and induction of new teachers can improve the retention rates. Many states are seeking to reward and retain outstanding experienced teachers by providing incentives to teachers who seek and obtain national board certification, a system of rigorous evaluation. States which provide incentives have more teachers seeking certification.

Indicators:

1. The teacher attrition rate will decrease during the first five years of teaching.

Assessment: Attrition Rate (5 Year)

Target: 2009-10 20% Teacher attrition rate - 5 year

Baseline: 1997-98 42% Teacher attrition rate - 5 year

Progress: To be reported annually.

2. Tennessee schools will reduce attrition by establishing a formal system for the collaborative induction and mentoring of all new teachers during their first year on the job.

Assessment: Teachers with mentors as part of formal induction

Target: 2005-06 4,000 Teachers with mentors

Baseline: 2000-01 800 Teachers with mentors

Progress: To be reported annually.

- 3 Tennessee will retain accomplished teachers by providing incentives to increase the number of teachers participating in a system of national recognition.

Assessment: Teachers achieving National Board Certification.

Target: 2009-10 1000 Teachers

Baseline: 2000-01 41 Teachers

Progress: To be reported annually.

Priority 4 TEACHER DEVELOPMENT

Maximize teaching quality through teacher preparation and development opportunities aligned with instructional goals.

Goal 8: *Enhance teacher development related to instructional effectiveness.*

CURRENT STATUS

Quality teaching has more impact on student learning than any other school component. The demands upon the teachers have increased greatly as a result of higher standards established by the Board to be achieved by all students, including those from disadvantaged backgrounds, students eligible for special education services, and English language learners. It is important that all teachers have access to new knowledge about teaching reading and other subject areas. P-12 faculty and higher education faculty are working collaboratively in a number of areas to provide high quality teacher preparation and professional development. More needs to be done, however, to assess needs, establish priorities, provide professional development, leverage federal and private resources, and align teacher preparation programs and continuing education programs to the P-12 curriculum standards.

Indicators:

1. The state will conduct a needs assessment on an ongoing basis to determine teacher preparation and professional development needs related to content knowledge and teaching skills in support of curriculum standards and meeting the needs of diverse learners.

Assessment: Needs assessment completed on ongoing basis

Target: 2002-03 Complete formal and ongoing needs assessment.
Baseline: 2000-01 Informal needs assessment

Progress: To be reported annually.

2. Reading and mathematics will remain priorities for teacher preparation and professional development activities.

Assessment: Documentation of teacher preparation and professional development activities

Target: 2009-10 Documentation of teacher preparation and professional development activities
Baseline: 2000-01 Current professional development efforts of the Department of Education target reading and mathematics; federal funding through the Reading Excellence Act (REA) and the Elementary and Secondary Education Act (ESEA) are also targeted to these areas.

Progress: To be reported annually.

3. Higher education and P-12 education will leverage resources available from federal grants and private resources to accomplish teacher development objectives.

Assessment: Federal and Private Dollars for teacher development

Target: 2009-10 Increase over baseline

Baseline: 2000-01 Federal funds through the REA and through the ESEA are being targeted to teacher development objectives. The state needs to seek additional federal and private funding.

Progress: To be reported annually.

4. Teacher education programs in Tennessee colleges and universities will assess and re-align teacher preparation with P-12 curriculum standards.

Assessment: Department of Education program approval process

Target: 2003-04 Completion and documentation of alignment

Baseline: 2000-01 Current policies provide for alignment; teacher preparation institutions need to align programs to P-12 curriculum standards adopted in 2001.

Progress: To be reported annually.

Goal 9: Increase the application of technology in teacher and administrator preparation and development.

CURRENT STATUS

Technology offers opportunities to deliver teacher and administrator preparation and development in new ways and at times that are convenient for educators to access. There is a great need for continuing professional development of current teachers in priority areas and a need to offer teacher preparation opportunities to new teachers in targeted areas.

Indicators:

1. Higher education and P-12 agencies will jointly conduct a needs assessment to identify optimal delivery modes for teacher and administrator learning when needed.

Assessment: Needs assessment completed on an ongoing basis.

Target: 2003-04

Baseline: 2000-01

Needs assessment completed

Online training of teachers in research based methods of teaching reading has already been identified as a need and as a means for extending professional development beyond targeted low performing schools.

Progress: To be reported annually.

2. The state will make available technology resources to address the professional development needs of teachers and administrators.

Assessment: Amount and type of resources available

Target: 2003-04

Baseline: 2000-01

Online professional development opportunities

Teachers need access to professional development online, particularly in the high accountability areas. Administrators need access to training to assist them in fulfilling their roles as instructional leaders.

Progress: To be reported annually.

CONCLUSION

If the joint priorities, goals and indicators identified in this document are to be accomplished, a supporting infrastructure must under gird the collaborative effort of the Board, the Commission, and other stakeholders participating in the process. The infrastructure will need to contain at least the following elements:

- strong statewide and local public/private partnerships that supply leadership,
- continuing and enhanced coordination and evaluation of joint initiatives of the State Board of Education and the Tennessee Higher Education Commission, through appropriate staffing,
- an information technology infrastructure that facilitates sharing of academic program and performance information within and across educational agencies and institutions (P-12 and higher education),
- increased state resources and constant effort to supplement those resources with external funds.

THE CHARGE TO STAKEHOLDERS

This document articulates four joint priorities and associated goals and indicators established by the State Board of Education and the Tennessee Higher Education Commission. These priorities will serve as the focal points of joint collaborative activity for the ten year cycle. However, the plan is not complete until it is implemented in both activity and intent. It will be the task of key stakeholders including statewide and local P-16 councils, Tennessee's postsecondary institutions and school systems, the Governor and the General Assembly to develop and support these priorities by building the infrastructure necessary to accomplish these ambitious, but essential goals for the future of education in Tennessee.

Appendix

Appendix Joint Report

Appendix A

Tennessee High School Graduation Requirements

Appendix B

Minimum High School Course Requirements for Regular Undergraduate
Admission to Tennessee Public Higher Education Institutions

Appendix C

Master Plan for Tennessee Schools: Preparing for the 21st century

Appendix D

Board of Education Performance Model

Appendix E

Higher Education Universities to Serve Tennesseans: Statewide Master Plan for
Higher Education 2000-2005

Appendix F

Tennessee Challenge 2010

Appendix A:

Tennessee High School Graduation Requirements

<u>Core Curriculum</u>	<u>Units</u>
English Language Arts	4
Mathematics	3
Science	3
Social Studies	3
Wellness	1
Total Units	14

<u>University Path</u>	<u>Units</u>
Foreign Language	2
Fine Arts	1
Electives	3
Total	6

<u>Technical Path</u>	<u>Units</u>
Program of Study focusing on a technical area	4
Electives	2
Total	6

Appendix B:
Minimum High School Requirements for Regular Undergraduate
Admissions to Tennessee Public Higher Education Institutions

English: 4 units required

Algebra I and II: 2 units required

Advanced Mathematics: 1 unit of geometry, or an advanced math course with geometry as a significant component required

Natural/Physical Sciences: 2 units required; one must be a laboratory course in biology, chemistry, or physics

U.S. History: 1 unit required

Social Studies: 1 unit required in world history or world geography

Foreign Language: 2 units in the same language required

Visual/Performing Arts: 1 unit required

Master Plan for Tennessee Schools: Preparing for the 21st Century

State Board of Education

Mission: To ensure that Tennessee Schools are among the best in the nation.

Key Result Area	Goal
Early Childhood Education	All children will begin school ready to learn.
Primary and Middle Grades Education	All primary and middle grade students will achieve world – class standards and enter high school ready for rigorous study.
High School Education	All high school students will achieve world – class standards and leave school prepared for postsecondary education and work.
Technology	Technology will be used to improve student learning and meet performance goals.
Teacher Education and Professional Growth	The teaching profession will attract well qualified individuals who complete strong professional preparation programs and continue to grow professionally.
Accountability and Assessment	Assessment will be used to improve student learning and demonstrate accountability.
School Leadership	School leaders will be well prepared and responsible for improved performance of schools and school systems.
School Health and Safety	All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy.
Funding	Tennessee will provide adequate and equitable funding for schools.

The Master Plan for 2001 is available at the State Board of Education website as follows:

<http://www.state.tn.us/sbe/master.htm>

Board of Education Performance Model

PERFORMANCE MODEL

The State Board of Education established new performance goals by adopting a Performance Model in April 2000. The new model retains the goals adopted in 1994 and adds goals in academic attainment, end-of-course assessments, and exit exams. The model includes thirteen goals. Goals in two areas (7 and 8) will be determined when data are available. The goals will be reported by school system and school to assist schools in improving instruction and to inform the public about progress. This report displays statewide data for 1999-2000 and 2000-2001.

Goal 1 - Student Attendance

An overall average attendance rate of at least 95% for students in grades K-6 and 93% for students in grades 7-12.

	1999-2000	2000-2001
K-6	95.0%	94.9%
7-12	93.1%	93.2%

Goal 2 - Dropout Rate

A dropout rate of no more than 10% for grades 9 through 12.

1999-2000	2000-2001
14.4%	13.9%

Goal 3 - Promotion Rate

An overall student promotion rate by the end of the summer of at least 97% in grades K-8.

1999-2000	2000-2001
96.8%	95.6%

Goal 4 - Valued Added

An average score increase in reading, language and mathematics in grades 4 through 8 that is equal to or greater than the average national score increase as measured by scale scores on the TCAP Achievement Test.

	1998-2000	1999-2001
Reading	109.6%	103.8%
Language	109.2%	102.1%
Math	101.2%	101.8%

Goal 5 - Academic Attainment, Grades 3 - 8

Achievement at or above the Normal Curve Equivalent (NCE) of 50 on the TCAP Achievement Test in reading, language, and mathematics by all students.

	1999-2000	2000-2001
Reading	54.8%	54.3%
Language	58.6%	57.2%
Math	57.2%	56.7%

Goal 6 - Elementary and Middle Writing Assessment, Grades 4 and 7

Achievement at or above the performance level of proficient (level 4) by all students.

	1999-2000	2000-2001
Grade 4	64.0%	67.0%
Grade 7	62.0%	72.6%

Goal 7 - Gateway Examinations - Algebra I, English II, and Biology I

Percentage of students (to be determined) passing the exams.

Data available in July 2002

Goal 8 - Academic Attainment, High School End-of-Course Examinations

Math Foundations, Algebra I, Geometry, Algebra II, English I, English II, Physical Science, Biology I, Chemistry, and U.S. History (goal and measure to be determined).

	1999-2000 % Correct	2000-2001 % Correct
Algebra I	62	66
Algebra II	52	52
Unified Geometry	59	62

Other tests to be administered beginning in 2001-02.

Goal 9 - Value Added

An average score in ten high school End-of-Course Examinations equal to or greater than 100% of the expected performance.

To be administered beginning in 2001-02.

Goal 10 - High School Writing Assessment, Grade 11

Achievement at or above the performance level of proficient (level 4) by all students .

1999-2000	2000-2001
62.0%	60.5%

Goal 11 - Attainment, ACT and SAT

Performance at the level specified for full admission into Tennessee institutions of higher education by all students.

	1999-2000	2000-2001
ACT	NA	56.2
SAT	NA	86.1
Combined	NA	59.4

Goal 12 – Value Added, ACT and SAT

An average score equal to or greater than 100% of the expected performance .

Appendix E

Higher Education United to Serve Tennesseans: Statewide Master Plan for Higher Education 2000-2005

The Tennessee higher education master plan report entitled *Higher Education United to Serve Tennesseans: Statewide Master Plan for Higher Education 2000 – 2005* is available on the Tennessee Higher Education Commission website as follows:

Direct Link: [Not available at this time](#)

The Condition of Higher Education in Tennessee

The report on the status of higher education in Tennessee entitled *The Condition of Higher Education in Tennessee* is available on the Tennessee Higher Education website as follows:

Direct Link: [Not available at this time](#)